

**IMPROVING STUDENTS' VOCABULARY USING CARD
GAME (AN ACTION RESEARCH AT THE FIFTH YEAR
OF SD NEGERI SEDAYU I SLOGOHIMO)**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is the central of language teaching and learning. It plays an important role in the four language skills, which gives contribution to the learners to perform or practice their skills better. It means that by mastering the vocabulary, the learners will be facilitated to produce so many sentences in spoken or written one. It is impossible for the learners to perform their English well if their vocabulary is very poor. Therefore vocabulary mastery must be on the first priority in English language teaching and learning. Without mastering the vocabulary, the learners will be difficult to master the language skills.

Vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The large the students master vocabulary the better they perform their language.

Nowadays, English has been introduced in Elementary School Curriculum as the School Local Content Decision. There are many schools which have involved this subject as one of their local contents. Although it is taught in Elementary School, the students are expected to acquire language competence including listening, speaking, reading and writing. Because the general objective of teaching English in the Elementary School is to prepare children

to have competitive value in this global era and to introduce English at early ages.

Teaching English in elementary school specially vocabulary, the teacher has some problem there are two difficulties. First, the students has difficulty in memorizing the vocabulary. For example, when the teacher asked the students to read the text, the students stopped it, because they are shy and do not know how to read the word correctly. Second, the students were just silent or answered the teacher's questions by using mother tongue instead of using target language when they answer the question because the students and the teacher seldom use English in teaching learning process.

The student's vocabulary at the fifth year of SDN Sedayu I is very limited, they feel bored and less motivated in learning English. They think that English is very difficult to learn. The students are easy to memorize and accept the materials but they forget them easily. Sometimes they prefer playing or chatting to doing or paying attention to the materials.

One of the possible causes of this problem is that the teacher still uses the conventional method in teaching the materials. The teacher just explains the materials and then gives exercise in written form. There is no variation or other teaching media used by her. The only teaching media are text book and blackboard. This method makes the students sometimes feel bored and sleepy, especially when it is taught in the last session. The other cause is that the students never practice the language whether when they are in the classroom or at home. They are afraid of making mistakes when they speak English.

They prefer to speak Indonesian or Javanese language to their teacher or friends. For the slow learners it is difficult for them to memorize the materials and need more time in understanding and accepting the materials. Besides, they need explanation in understanding the instruction when doing the test. Lack of vocabulary mastery, lack of facilities in teaching media and lack of student's motivation to master English are the other cause that possibly make the problem occur.

Considering the reason above, the writer wants to give a solution especially in to improve the students' vocabulary mastery, so that later the students will be able to speak in English well. The solution is by teaching vocabulary using Card Game. Because the Card Game offers a challenge that will motivate the students to try to fulfill game. It gives much opportunity for the students to practice and repeat the sentence pattern and vocabulary. Beside, the card is a kind of games that will make the teaching-learning process more attractive than before. The students will feel fun, relaxed and enjoyed, and they will memorize the vocabulary in different way, that is by rewriting them.

Based on the background above, the writer would conduct a study to improve the vocabulary mastery of the students using card. The writer decides to conduct a study entitled "IMPROVING STUDENTS VOCABULARY USING CARDS GAME (AN ACTION RESEARCH AT THE FIFTH YEAR OF SD N SEDAYU I SLOGOHIMO)"

B. Limitation of the Study

There was many ways to teach vocabulary and it is not possible for the writer to tell all of the techniques. So, the writer makes limitation as follows:

1. The study will apply the games technique especially cards in increasing vocabulary mastery to the needed students.
2. This study focuses on the simple vocabulary specially vocabulary of fruits and vegetables, animals, number, and family. Because those are the first materials that will be learnt by the fifth grade students of elementary school and also the basic vocabulary for the next materials. It's done actively by the needed students of the fifth grade students of Elementary School in SD N Sedayu I Slogohimo Wonogiri.

C. Problem of the Study

Based on the problem background and limitation above, the writer states the problems as follows:

1. How is the process of improving the students vocabulary mastery of the fifth grade students using cards?
2. Does teaching vocabulary using cards improve the needed student's vocabulary mastery?

D. Objective of the Study

In relation to the problem of the study above, the objectives of this study are :

1. The General Objective

The general objective is to improve the vocabulary mastery of the students.

2. The Specific Objectives

- a. To describe the process of improving vocabulary mastery for needed students in SD N I Slogohimo Wonogiri specially using cards.
- b. To know whether teaching vocabulary using cards improve the students' vocabulary mastery or not.

E. Benefits of the Study

In this study, the writer expects that the research paper has some benefits both in theory ad practice:

1. Theoretical benefits

- a. The result of the research can be used as an input in English teaching and learning process.
- b. The result of the research can be used as the reference for those who want to conduct a research in teaching English.

2. Practical benefits

- a. The research finding will be useful to the readers who are improved in analyzing vocabulary mastery of Elementary School
- b. This study can be used by the teacher to provide the better technique for improving vocabulary mastery in Elementary School

F. Research Paper Organization

The writer organizes this research paper by dividing it into five chapters. Each of them is concerned with different issues but it is related to each other.

Chapter I presents background of the study, limitation of the study, problem of the study, objective of the study, benefit of the study, research paper organization.

Chapter II presents underlying theory, previous study, general concepts of vocabulary, nation of vocabulary, kinds of vocabulary, teaching vocabulary, principles of teaching vocabulary, teaching technique for children, general concept of teaching vocabulary using cards game, theoretical framework, action hypothesis.

Chapter III discusses research method. It covers type of research, data and the data source, subject of the study, object of the study, method of collecting data, technique for analyzing data.

Chapter IV is the result of the study. In this chapter, the writer presents discussion and findings. The implementation of teaching vocabulary using card game at the fifth year of SDN I Sedayu, before Cycle, Cycle I, Cycle II, after Cycle, discussion of the research finding.

Chapter V deals with conclusion and suggestion.